

## Assignment 2

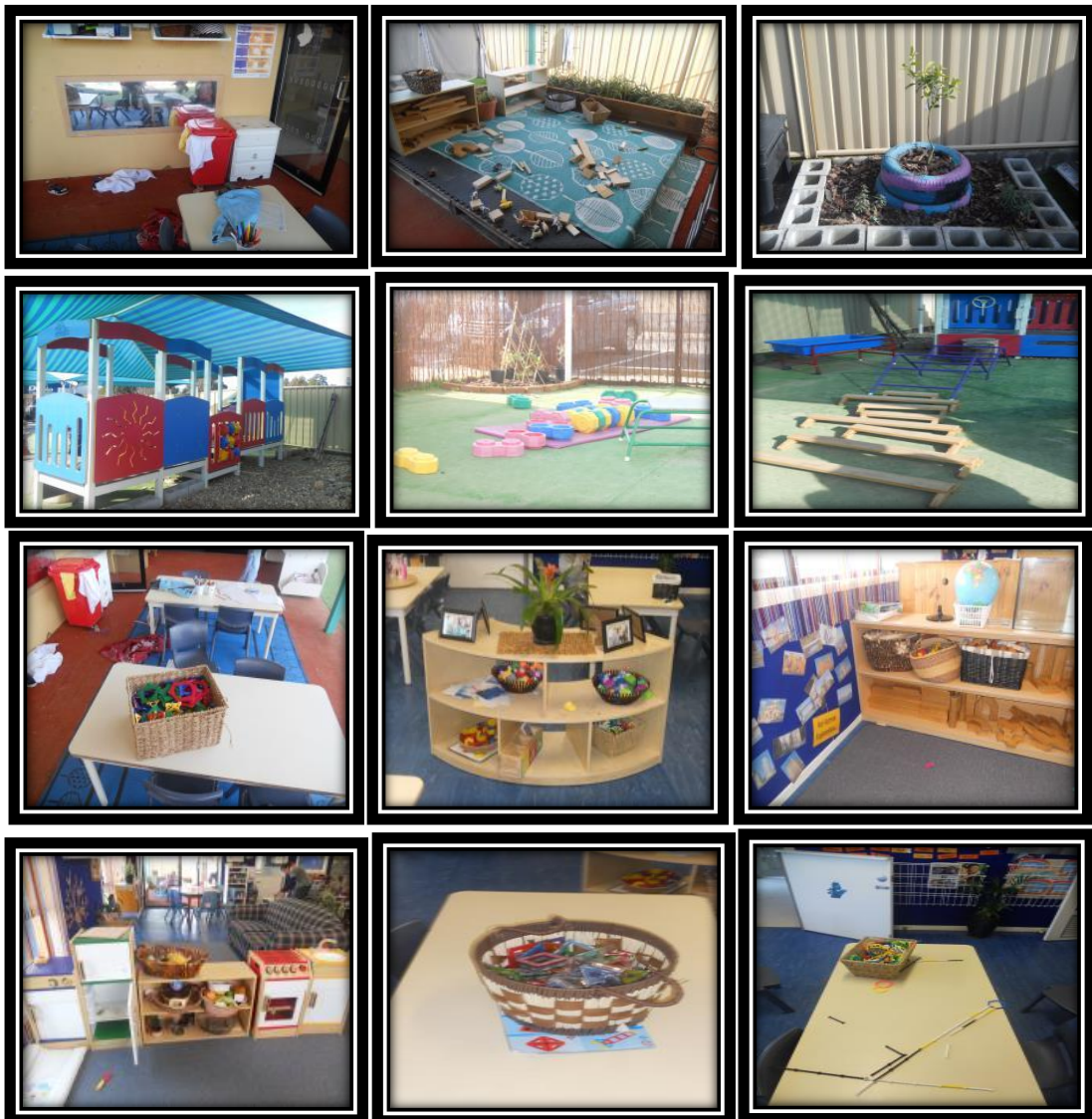
### Part 1

A}

#### Service.

- Long day care.
- Four-Five year old room.
- Indoor/outdoor program all day.
- Progressive meals.
- No cultural families.
- Child interest based teaching and learning program.

The service provides children with an environment that has different zones.



**Inside and Outside Zones, materials, resources and activities.**

Where children can investigate, participate, interact with different resources and activities that through play provide opportunities to enhance and extend children's literacy and language development. A child centred environment with oral interactions and literacy displayed visually



Providing a literacy-enriched environment displaying print in home languages and standard Australian English. (*The Early Years Learning Framework for Australia. Australian Government Department of Education, 2009, p. 41*)



### Visual print around the inside environment.

I was impressed by oral interactions between carers and children. The Carers support children's language development by asking open ended questions, extending conversations, using correct language, modelling turn taking, listening and providing real experiences—that are enriched with oral language and are significant to children's language development in pre – school. (*Fellows & Oakley, 2010, p. 52*) Carers modelled correct sentence structure/words when incorrect wording was used. Children were praised for their efforts; carers took time to listen waiting for children to formulate their conversation before responding and using the listening centre providing auditory language experiences.



### Listening Centre.

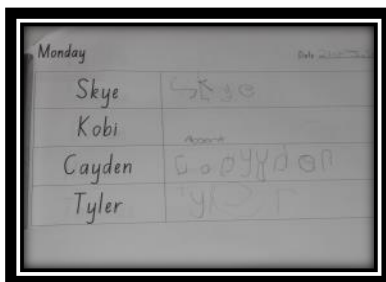
Carers fostered children's interests by investigate areas of interest like composting, worms, super heroes using the computer and internet, experiencing technological literacy as a way of extending language and literacy development.



**Hippo the rabbit, worm farm, composting bins and vegie garden interest areas.**



The Literacy practice I observed were the children's daily routine of signing in, select and use of children's name tags particularly as a means of ownership in construction area the children placed their name tag with their creations ensuring that they could come back to it without others touch it.



**Children's Sign-in sheet.**



**Name Tags.**



**Use of Name Tags.**



And the provision of many mediums for writing



### Some writing mediums.

Therefore children are interacting, reading and practicing with print Children have experiences with a wide range and type of books and other written texts. ---- (Fellows & Oakley, 2010, p. 52) selected from their library and read in areas inside and outside.



### Reading Areas.

Cares make sure children within the service --- Use real or imaginary technologies as props in their play. (The Early Years Learning Framework for Australia. Australian Government Department of Education, 2009, p. 44)



### Homecorner.

Carers join in children's play and co construct materials such as signs that extend the play and enhance literacy learning. (*The Early Years Learning Framework for Australia. Australian Government Department of Education, 2009, p. 42*)



**Sign blocks carers and children made together.**

The theorist practise and theology approaches to literacy development that Fellows and Oakley talk about in chapter two are reflected within the carers' practices, activities and materials choices for children and their literacy and language interactions with the children contain Interactionist ,Behaviourist, Maturational and Cognitive perspectives

b)

I feel that the Cultural diversity practices are lacking and children need exposure to meaningful cultural experiences and representation.

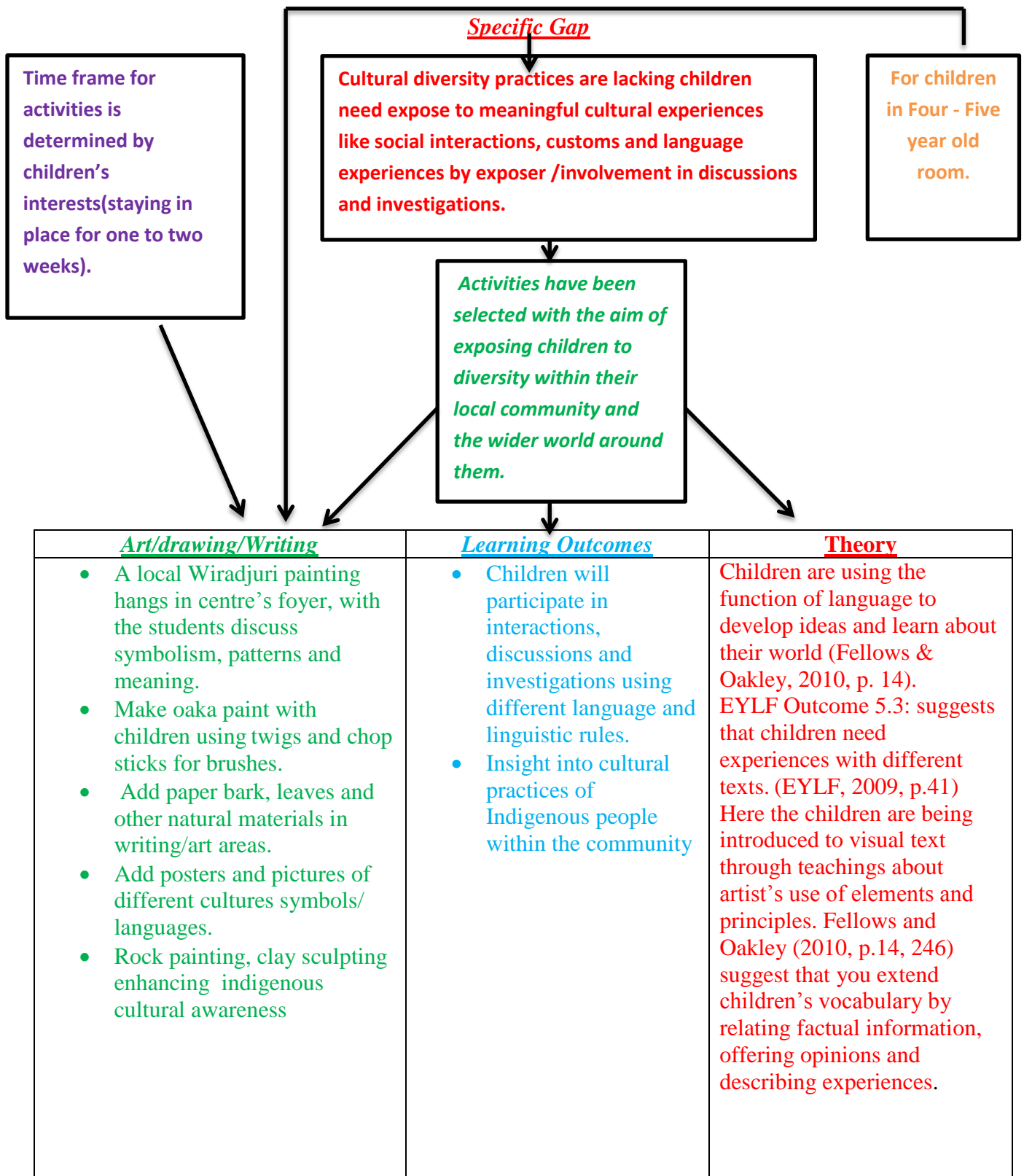
## ***Bibliography***

*Fellows, J., & Oakley, G. (2010). Language, Literacy and Early Childhood Education. South Melbourne, Victoria, Australia: Oxford University Press.*

*The Early Years Learning Framework for Australia. Australian Government Department of Education, E. a. (2009). Belonging, Begin and Becoming. Australia: Commonwealth of Australia.*

## Part 2

### Action Plan.



<u><i>Constructive play/Block area</i></u>	<u><i>Learning Outcomes</i></u>	<u><i>Theory</i></u>
<ul style="list-style-type: none"> <li>• Straw, twigs, and pebbles, travel brochures, inspirational pictures and posters of buildings/houses/construction s from around the world for children to use and refer to when creating their constructions.</li> <li>• Cut people out of travel brochures/magazines laminating them and use as props.</li> <li>• Investigate various road signs within the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Using props, creating roles, scripts and ideas though imaginative play while investigating buildings/houses/cons tructions from around the world.</li> <li>• Children direct and engage educators in conversational exchanges developing their numeracy and literacy growth through visual and verbal practise.</li> </ul>	<p>EYLF Outcome 5.3: suggest that children express ideas and make meaning using a range of media, through play. Children engage in imaginative play creating roles, scripts and ideas therefore educators need to provide children with a range of resources and encourage children to experiment with images and print. Educators need to join in children's play and co- construct materials such as signs that enhance language learning .(EYLF, 2009, p.42)</p>
<u><i>Literacy /story</i></u>	<u><i>Learning Outcomes</i></u>	<u><i>Theory</i></u>
<ul style="list-style-type: none"> <li>• Investigation: children within the service are interested in and have a worm farm look at worms in other places, towns, countries exploring a worms lifecycle, and worm composting.</li> <li>• Document worm findings on world map.</li> <li>• Get children to create/draw/write/cut pictures out of magazines/newspapers making a class book of investigation findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Interact and use a variety of resources for extending literacy and language practices.</li> <li>• Children will investigate other countries, initiating dialogue about people and their cultures from all over the world.</li> </ul>	<p>EYLF Outcome 5:1 Interact with others to explore ideas and concepts, clarify and challenge thinking and share new understandings suggested by Fellows &amp; Oakely 2010,p.20 This activity is socially based and follows the Interactionist Perspective of using social interactions between children and important people within their environment as being the key to language learning and development (Fellows &amp; Oakley, 2010, p. 36) by</p>



**I made the following changes to my Action Plan based on suggestions from fellow group V members.**

**Ash Bahrame, Kristy Simmons and Samantha Netrval** suggest the addition of age group and time frame which I have now implemented.

**Kristy Simmons** provided activities that could be implemented into art/literacy/construction areas which I placed into my plan.

**Ash Bahrame** suggests trying to reduce my learning summaries to one per outcome which I have not been able to do however I have cut them back and incorporate others together because I feel that the information is relative.

**Abby Munahi, Kristy Simmons,** suggest look at rewording/grammar/spelling/sentence structure which I have done.

## Bibliography

Fellows, J., & Oakley, G. (2010). *Language, Literacy and Early Childhood Education*. South Melbourne, Victoria, Australia: Oxford University Press.

*The Early Years Learning Framework for Australia*. Australian Government Department of Education, E. a. (2009). *Belonging, Begin and Becoming*. Australia: Commonwealth of Australia.

## **Appendices**

**Appendix 1.**  
**Feed back form group for assignment.**

**Pages 12 -17**

**Appendix 2**  
**My Group Summaries**

**Pages 18-21**

**Appendix 1.**  
**Feed back form group for assignment.**  
**Given to Me**

\*Re: Assignment 2 Part 2 - Post your Plan (for group feedback)  
by [Ash Bahrame](#) - Monday, 28 July 2014, 6:54 PM

hi Fiona I really found the way you set up you action plan to be creative and straight to the point. I can see that you have stated a learning outcome for each single activity, maybe it would be easier to give a one summary of learning outcome for each area. I think it will also be helpful for you to add what age group you are focusing on and time frames for the experience. Other than that I really find you have some unique activities for each area.

\*Re: Assignment 2 Part 2 - Post your Plan (for group feedback)  
by [Abby Munahi](#) - Monday, 28 July 2014, 4:50 PM

Hi Fiona I like how you began with a mind map. It's interesting that you have one specific gap that you've focused on. You have provided many activities that the children can take part in. In your construction corner, you stated that: Travel brochures with different styles of in different countries. I don't understand what this is referring to. Maybe it can be reworded or give more details about how it relates to construction. Your theory for construction/block area ends with 'student's'. The sentence is not completed. I think that your last 2 points in literacy/story box need to be joined together.

\*Re: Assignment 2 Part 2 - Post your Plan (for group feedback)  
by [Kirsty Simmons](#) - Sunday, 27 July 2014, 6:24 PM

Hi Fiona,

I like that your plan is set up in a mind map format, it is an interesting way of presenting it.

Some suggestions I have are:

Just double check your grammar and spelling throughout.

What is your timeframe for these actions to be implemented and the age group of the children the plan is intended for?

**Art/drawing/writing**-Add posters and pictures of different cultures symbols or languages. Rock painting, clay sculpting to enhance indigenous cultural awareness.

**Literacy/story**-Add exploring a worms lifecycle, and worm composting to extend on children's interest of worms.

**Constructive play/Block area**-Add inspirational pictures and posters of buildings/houses/constructions from around the world for children to refer to when creating their constructions.

Re: Assignment 2 Part 2 - Post your Plan (for group feedback)

\*by [Samantha Netrval](#) - Thursday, 31 July 2014, 4:34 PM

Hi Fiona,

Great use of a mind map which flows down into your areas. Colour coding made the plan more appealing.

Your learning outcomes are really in depth which I found easy to read and I think that they are reasonable and achievable outcomes.

Your theory relates to your areas which was easy to understand when referring to the EYLF and Fellows and Oakley.

One suggestion I had would be to identify if the plan is based on the whole centre or a specific age group.



### **Provided by myself**

Hi Kristy,

You have done a great job with your Action plan. The table you have created is set out well and easy to read.

I have some suggestion for you. Full stops at the end of some the sentences.

**Home corner: Under the heading of Action:** In addition to cook books, menus, currencies of other cultural groups, you could also incorporate cooking utensils (e.g. woks chopsticks etc.), crockery and a variety of food packaging for children to use in their play, which will provide conversational opportunities and aid in the development of their social skills.

**Writing Centre:** Are the type writer and computer functional? If they are you could investigate with the children written text, typed text and that an e-mail is the same as a written letter that isn't posted at the post offices but sent through on the computer. This could lead onto investigating stamps from around the world and looking at letters written in other languages.

**Reading corner:** Have you considered incorporating other mediums into this area such as cultural furnishings, props such as puppets, dolls, vehicles, boats, animals thus providing children a way of communicating both verbally( telling and reading the story) and non-verbally( through actions with the props) thus helping language development through use, repetition and practices.

**Block/ Construction Area:** When you say agency is promoted, are you meaning that the centre ensures that children are given opportunities to make choices for themselves.

To you list of additional resources you could also add people.

In pictures and posters you could include roads from around the world (4 lane highways, tracks etc.) and also providing children paper ,pens, pencils, crayons , scissors and sticky tape to be creative with. Children are making their own choices of how they are playing within the area.

**Art/Craft:** In learning outcomes, where you have the learning environment as being open ended are you meaning open –ended as in space, structure or that carers will use open ended questions?

Fiona.

Hi Abby,

Your Action Plan is set out in an organised, easy to read manner. You need to add some full stops.

I have the following suggestion for you:

**Literacy and language area: Action** (all points below relate to this area)

You have “use of multimodal activities (devises) such as I pads” do you mean devises instead of activities.

Have you consider providing and example of a multimodal activity that can be used for language and literacy enhancement.

Seeing as the last 2 points within this area are related in subject matter you can place them together.

**Construction area: Action**

The construction ideas that you are looking at are they in relation to literacy/ Cultural activities?

You have “Add construction tools, blocks objects” you may like to add something like that are representational of the children’s everyday lives (people, transport etc.) tying action and theory together.

**Theory**

You have some missing words in your last quote, it stops at ‘and’.

**Book Area: Action**

Activities that you have added are really good ideas and will help you to meet your learning outcomes.

**Theory**

Need to put last lines of the quote together with the rest of the quote.

**Home Corner: Action**

You could add craft materials such as paper, straw, material etc. with utensils so children are able to be creative and make their own food/shopping list etc.

**Theory**

Need to place the last line of each quote together with other sections. Hope this is helpful.

Fiona

Hi Ash,

Action Plan is well set out and easy to read, you need to add some full stops.

Some suggest that I have for you are:

**Home corner:**

**Gap/room area:** Take out of and put in between so it reads - Limited interactions between educators and children.

**Actions:** Get the children involved with helping you set up home corner providing more opportunities for conversation.

**Book Corner:**

**Action:** getting community members to come into the service and share cultural language experiences with the children.

**School readiness/Literacy:**

**Action:** With the mailbox you can also incorporate technology by looking at sending a message by e-mail and looking at language use of the word mailbox within each.

Pattern books would they go with school readiness program.

You could also make use of listening post where the children listen to the story as it is read orally while visually following the words of the story.

**Construction Area:**

**Action:** You could also add numeracy investigations with thinking and literacy. (First point in this area)

**Other Gaps:**

**Action:** You could also look at a story verbally told to the children by an elder, dance and creating art work looking at symbolism and patterns.

Hope this helps.

Cheers Fiona.

Hi Samantha,

Your action plan is set out clearly and is easy to follow. You need to add some full stops.

Here are some suggestions for you:

### **Home Corner: Action area**

Second last point may be you could put an example of getting children to name the utensils within home corner and their use. Tying actions, intended learning outcomes and theory references together.

Last point you could involve the children and get them to help set up home corner, providing opportunities for conversation and interaction amongst peers and peers and educators.

### **Cognitive Area/Science Centre:**

This area is great and I can see how it all ties in together. Providing a range of activities ensures all children will be engaged.

### **Construction Area:**

This area is great and I can see how it all ties in together. All resources enable children to add to and be creative making their own choices about how they will engage with the materials.

### **Writing Centre: Action Area**

With the magazines you could also add other text related materials like newspaper, brochures, maps, letter stamps, letter stickers and braille books which would enhance discussions further.

### **Minimal Resources Area:**

Great cultural ideas to use with children.

Hope this is helpful.

Fiona

## Appendix 2

### My Group Summaries

Re: Topic 1: Language in Family Contexts.  
by [Fiona Collins](#) - Sunday, 6 July 2014, 8:39 PM

- My Name is Fiona Collins
- I live in rural N.S.W Town of Harden which is 2hrs from Canberra and Wagga Wagga.
- I live on a Farm 10 minutes out of town with my Husband and 3 children 11yrs,9yrs and 7 yrs.
- I worked fulltime in the childcare field for 12yrs, then 2yrs as a learning support officer at our local Primary school.
- I am Diploma Trained.
- Currently I'm at home with my children and studying.
- I do volunteer at my children's local school.
- I grew up in a household where Standard English was the dialect used.
- I observed my mother reading story books to herself all the time but she did not read to us every night. This was the start of my literacy development which was then extended when I got to school and learnt how to read doing as my mother did reading all the time when every I could.
- In my school for the first 3 years I did not experience cultural diversity, then in year 3 we would get students from other cultures seasonally for 6 weeks during fruit picking season.

#### Cross-Cultural, inclusive and family literacy learning experiences.

- Listening to dreamtime stories being told orally by an Elder out doors in a park or garden. (Listening skills of comprehension ,oral communication, interaction and experience of cultural practices)
- Lots of experiences with many different types of story books and Story bags that contain multicultural stories , games and activities that parents and children can take home and use together( supporting children and their families emergent literacy practices, supports listening skills,book and print concepts, experience with story structure).
- Using different cultures currency in home corner in a shop , bank etc.( oral and visual skills, experience with language and cultural practices)



Re: Topic 2: Language Development.  
by [Fiona Collins](#) - Sunday, 13 July 2014, 11:37 AM

Neuman & Roskos Reading

Parallels between language and Literacy Development.

- They are both interactive and functional process for children.
- They are explored, developed and refined as part of children's play processes.
- Reliant on stages of children's development and readiness for learning/acquirement.

Guidelines for practices( and implications for classroom practices).

- Teachers should guide and facilitate children's learning.
- Adults should participate in activities and play with children.
- Answer children's questions.
- Provide materials for learning.

Kinds of learning experiences we plan for children.

- Pre-tend play experiences using props such as writing pads, pencils, for writing shopping lists for the shop they have in home corner.
- Provide many different experiences that cater for different aspects of language development. (Teachers need to have knowledge about the different aspects.)
- Interactive stories such as going on a bear hunt where children listen and visualise the story and then re-enact the story for themselves and the teacher is able to become a part of the group and not the facilitator of the activity.



Re: Topic 3: Focus on Listening.

by [Fiona Collins](#) - Monday, 21 July 2014, 9:37 PM

### **Responding to spontaneous listening:**

- Engage children ensure that you have their attention by using rhyme games, songs or clapping actions that they have to repeat back to you e.g. 3 slow claps and 2 fast claps or you say “eyes to me “and the children repeat back “eyes to you” and follow through with action of eyes to you.
- Sound lotto and Bingo the children have to use their listening skills to play the games.
- Talking to each child every day in many different settings, greetings, goodbyes, pretend play on the phone, during lunch, outside inside, with in a group in ways that enhances their conversation and listening skills and abilities.

### **Intentional teaching:**

- Using a low tone of voice (whisper) to give instructions.
- Role play between educator and different children within the group (use of listening rules of: being quiet, waiting their turn to talk etc.) either with props of puppets, soft toys or themselves. Ensuring everyone gets a turn to practice /have a turn over time or when the opportunity arises.
- Open end investigation of something of interest to the children e.g. they found a caterpillar outside at group time , pose opened questions to children and get them to move off with a partner and do think ,pair share before returning to the group and giving their findings / thoughts.

### **The merits and weaknesses of these ideas:**

- Bingo, sound lotto, low tone of voice enhances children’s listening skills and they help extend their listening ability.
- Think, pair share needs to be taught to children before they are able to use this successfully but once they have the idea it increases listening, talking, turn taking, social skills.
- Role play with puppets takes the pressure of children who are not confident listeners or talkers, providing a buffer for them so they are able to practice the skills involved within these processes without the fear of failing.

Re: Topic 4: Focus on Speaking.  
by [Fiona Collins](#) - Friday, 25 July 2014, 9:32 PM

*Creating a 'positive talk environment' for young children*

- Have activities involving touch, taste, sight, sound and movement which are age/stage appropriate that will stimulate conversation between children and carers and Child to child interactions an environment that promotes social interactions.
- 
- The physical environment should use materials that will be thought-provoking and stimulating while creating an environment that is comfortable and securer for children using colour , wall posters, various forms of print, effective lighting, comfortable furnishings, room divided into stations with different activity development within each .
- Adult model and scaffolding children's language development using interactions with children and through a variety of materials, objects, events and people that educators need to source and provide in their environment.
- Talk to children one to one and listen when they want to talk to you as well as replying and extending the conversation.